Level 4 Business Analyst Apprenticeship Standard Programme Outline

Overview of the Programme

This programme is designed for apprentices who want to develop their skills, knowledge and behaviours for a job role involving documenting business problems and user needs, and create solution requirements that align to best practice, and present them in a meaningful and logical way appropriate to the audience. Business Analysts manage stakeholder relationships, ensuring collaboration between business and technical stakeholders. By focusing on benefits and outcomes they ensure the right problems are solved and the right products are developed.

What types of activities are covered as part of the Level 4 Business Analyst Apprenticeship Standard?

A common area of focus for the Business Analyst role is to model business processes and to facilitate, coordinate and document requirements for the proposed business and IT changes. Business Analysts will determine and present solutions of how technology can be used to deliver business improvements, and support business acceptance to ensure that the proposed solution meets the defined requirements.

They help businesses to understand the current organisational situation, identify future needs and define solutions to meet those needs, often in relation to digital technology. Business Analysts can gain an excellent understanding of the way the organisation works and the sector it operates in. This allows Business Analysts to make recommendations for improvement in relation to people, processes and IT. By analysing, documenting and managing requirements throughout the delivery lifecycle they help achieve successful business outcomes through new processes, data and/or technology.

In their daily work, an employee in this occupation interacts with a broad range of stakeholders, including customers, business users, suppliers, product owners, software developers, testers and senior leaders. These stakeholders include people both internal and external to the organisation.

Business Analysts play a key role in multidisciplinary teams by collaborating with different groups of stakeholders, working to understand and communicate how digital solutions can support the organisation's needs. They interact with stakeholders through leading workshops, conducting interviews and using other techniques to effectively understand the business problems and user needs.

An employee in this occupation will be responsible for investigating business situations, and analysing problems and opportunities for improvement. They will be responsible for investigating and analysing business processes, understanding data and business information needs, and documenting requirements for digital and business change solutions.

What does the Level 4 Business Analyst Apprenticeship Standard consist of?

Knowledge

K1: The definition of Business Analysis and the range of activities that constitute it

K2: The value of Business Analysis in enabling business improvement and delivering IT system changes

K3: The role of the Business Analyst, and its relationship with other roles on a business change initiative, including those with system development responsibility

K4: Business change and system development life cycles, including the use of appropriate methodologies and the impact of organisational culture and context

K5: The principles, features and differences of waterfall and agile methodologies for project delivery and software development

K6: The importance of effective communication and engagement with a range of stakeholders in relation to Business Analysis assignments

K7: The purpose and value of quality assurance techniques

K8: Approaches to conducting internal and external environmental analysis of an industry domain

K9: The advantages and disadvantages of a range of investigative techniques

K10: The purpose of process modelling and the importance of an organisational view of business processes

K11: Different approaches to document business processes including when it is most appropriate to use each

K12: Techniques to elicit requirements, including when it is most appropriate to use each

K13: The importance of eliciting requirements rather than gathering solution descriptions

K14: Approaches to categorise, validate and prioritise requirements

K15: The importance of requirements management including change control

K16: A broad range of non-functional requirement areas and the importance of including these within requirements engineering

K17: The importance of considering user experience, accessibility and usability requirements in the design of digital solutions

K18: The value of data to an organisation, and how data needs are considered in business improvement

K19: The purpose and activities of the gap analysis process

K20: The role of the business analyst in facilitating business acceptance of changes

K21: The different phases of testing of business and system changes

K22: The importance and the principles of engaging internal and external stakeholders

K23: Techniques to support the identification and analysis of internal and external stakeholders

K24: The purpose and importance of business change impact assessment

K25: The concepts of benefits realisation and management

K26: Legislation and industry standards relevant to the organisation and sector

K27: Data protection regulations and the importance of managing information and data in line with legislation and organisational policies

K28: Technology and industry trends across the digital sector, and the opportunities these bring for business improvement and IT solutions

Skills

S1: Apply appropriate approaches to scope, plan and perform Business Analysis
S2: Communicate effectively in a variety of situations with a range of stakeholders
S3: Apply a range of structured investigation techniques to a business situation
S4: Produce an outline definition of a business situation using an appropriate technique
S5: Apply appropriate techniques to identify problems and opportunities within a business situation
S6: Support the identification and presentation of proposed actions to stakeholders in order to gain agreement for further analysis activity
S7: Apply appropriate techniques to analyse and document options and recommendations for change
S8: Elicit process information from stakeholders
S9: Model business processes using relevant techniques, standards, notation and software tools
S10: Analyse business process models to identify opportunities for improvement
S11: Produce models of redesigned business processes
S12: Elicit requirements from stakeholders to identify business and user needs
S13: Document clear functional and non-functional requirements in line with local standards
S14: Analyse documented requirements to remove duplication, conflict and overlap
S15: Prioritise requirements using an appropriate prioritisation approach
S16: Validate requirements with stakeholders
S17: Support the establishment of requirements traceability
S18: Elicit business data needs from relevant sources
S19: Support the development of simple data models using relevant techniques, standards, notation and software tools
S20: Document current business situations to enable gap analysis and decision making
S21: Support the development of models of future state business situations
S22: Identify key differences between current and future business situations
S23: Identify actions required to move from the current to future business situation
S24: Define acceptance criteria for business and system changes
S25: Support business acceptance of business and system changes
S26: Apply relevant techniques to research and identify stakeholders
S27: Analyse and document stakeholders' areas of interest and influence
S28: Support the development of cost/benefit analysis for proposed business changes
S29: Evaluate and document the key impacts on people, process, organisation, technology and information
S30: Present information in a manner appropriate to the audience

Behaviours

B1: Act logically, analytically and objectively in a range of situations
B2: Apply creative thinking when problem solving
B3: Work independently and collaboratively
B4: Use own initiative and take responsibility appropriate to the role of Business Analyst
B5: Take a thorough and organised approach and plan analysis activities in line with business priorities
B6: Build and maintain positive working relationships with a range of people
B7: Use a range of methods of communication appropriate to the situation
B8: Maintain a productive, professional and secure working environment
B9: Aware of the wider business environment and own contribution to business objectives
B10: Be comfortable and confident interacting with people from technical and non-technical backgrounds
B11: Tailor manner of presentation to be appropriate to the audience
B12: Work flexibly and effectively as part of a multidisciplinary team throughout the full lifecycle
B13: Demonstrate commitment to continuous professional development in relation to Business Analysis and the digital sector

Functional Skills Units

To achieve: -
Functional Skills in English Level 2   credit value 5
Functional Skills in Maths Level 2   credit value 5

Diploma -
Level 4 NVQ Diploma in Business Administration
To achieve the Level 4 NVQ Diploma in Business Administration learners must gain a total of 57
credits. This must consist of: Minimum total credit: 57

Mandatory group A minimum credit: 18
Optional unit groups B and C minimum credit: 39 This must consist of:
Optional unit group B minimum credit: 26
A minimum of 13 additional credits must come from Optional unit Group B and / or
Optional unit Group C

A minimum of 30 credits must be achieved through the completion of units at Level 4 and above.
GLH: 294
TQT: 570

Programme of Study

The period of learning, development and continuous assessment is managed by the employer, in most cases with the support of a training provider. The on-programme pace will be driven by apprentice as well as by the breadth of experience an employer can offer, but will be a minimum of 12 months, prior to the end-point assessment taking place.

Off-the-job guided learning hours – This will equate to 20% of the apprentices working hours and could include:

- Workshops
- Meetings with Tutor
- Online Learning
- Learning about a new product/service/resource
- Supervised learning – knowledge or practical skill
- Attending a review or appraisal

This equates to approximately 7 learning hours a week over the duration of the programme based on a 35 hour working week.

Delivery by Quest Training and the Employer

Activity	Delivery Method	Location	Duration
Initial assessment • Initial Assessments • Learning Styles Questionnaire • Application/enrolment/ILR • Recognition of prior learning • ILP	Via computer package Paper-based questionnaire Checking GCSE/other qualifications gained	Workplace	2 hours per learner
Induction • Quest Training Apprentice Handbook • Apprenticeship Programme • Skills Scan • Functional Skills • Health & Safety • Health & Wellbeing • Equality & Diversity • Safeguarding • British Values	Tutor input using a range of methods including: • Theory input • Handouts • Workbooks • Presentations • Discussions • Question & answer sessions • Practical activities	Workplace	Flexible arrangements e.g. 1 day 2 half days 3 x 2 hour sessions
Tutorials/teaching delivery • Skills, Knowledge & Behaviours • Functional Skills	One-to-one and/or group learning sessions with Tutor • 4 Learning modules using a range of Blended Learning for the Knowledge Skills and Behaviours This will include regular revision and assessment of learning	Workplace and/or agreed venue	According to individual apprentice needs
Milestone Progress reviews	Every 8 weeks with the apprentice, tutor and employer to review progress towards "Gateway Readiness"	Workplace	30 minutes
Mock End-Point Assessment	Practice assessments in line with the End-Point Assessment Plan throughout the programme	Workplace and/or agreed venue	According to individual apprentice needs

Activity	Delivery Method	Location	Duration
Functional Skills Qualifications • Practice	One-to-one with tutor	Workplace and/or agreed venue	75 minutes
• Exams	English reading English writing English speaking, listening & communicating Maths	Quest Training or employer venue	75 minutes 75 minutes 30 minutes 90 minutes

End-Point Assessment Plan

The End-Point Assessment is planned with the Independent End-Point Assessor, Employer and Apprentice

Level 4 Business Analyst Apprenticeship Standard EPA consists of:

Assessment Method	Weighting	Duration	To Achieve a Pass	To Achieve a Distinction
Project proposal with presentation and questioning	50%	2 weeks to create project proposal	100%	You must meet all of the pass criteria **AND** 70% of the distinction criteria
Professional discussion underpinned by portfolio	50%	60 minutes	100%	You must meet all of the pass criteria **AND** 80% of the distinction criteria

As part of your apprenticeship, you will be sent regular schedules with dates of teaching, assessment and learning sessions you can attend to support you in your studies.